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ABSTRACT

The High School Workshops in Careers in Education serve as preservice and inservice training experience for high school students, to stimulate their interest and expand their early involvement in careers in education. The major objectives of the workshops are to identify and attract high school students to new insights and dimensions in education through realistic participation in careers in education. The first section of the booklet presents a brief historical development of the workshops and suggestions for starting such a program, touching on accomplishments of the workshops; basic elements for success; roles of schools, teachers or counselors, and students; and recruitment of students. The second section presents suggestions regarding goals and objectives, a time sequence for planning, and preservice and inservice training activities such as tutoring and counseling peers, tutoring at the elementary level, or assisting in a special education center. The third section includes class goals, objectives and ideas used in preservice training; sample activities, assignments, and materials; role-playing situations for inservice training, outlines for pre- and inservice training, and guidelines for tutors; suggestions for evaluation, selected comments made by participating students, and concluding comments about the workshops. (Author/NH)

High School Workshop Careers In Education Handbook

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PREFACE

High School Workshops
In Careers in Education

The High School Workshops in Careers in Education serve as pre-service and in-service training experiences for high school students, to stimulate their interest and expand their early involvement in careers in education. The major objectives of the Workshops are to identify and attract high school students to new insights and dimensions in education through realistic participation in careers in education.

The Workshop programs can be initiated and developed by high school administrators, teachers and students to benefit elementary and high schools and other education agencies within the community.

This book is to provide information on the Workshop, its role and contribution, and to show how high schools may begin, develop and implement such a program.

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Evanston, IL.
1974

In the first section, we present a brief historical development of the High School Workshops in Careers in Education and a few suggestions for starting such a program at your school.

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The High School Workshops in Careers in Education started with one person who had a commitment — to attract into the professional world of education creative and talented high school students from all cultural, social, economic, ethnic and racial backgrounds. For more than eight years, institute programs were held during the summer, but, because of limited funds, only the economically advantaged were able to participate. Then, in 1969, Congress wrote into law the Education Professions Development Act, including Section 504 (a) which reads in part: "The Commissioner is authorized to make grants to, or contracts with, State or local educational agencies, institutions of higher education, or other public or non-profit agencies . . . for the purpose of (1) identifying capable youth in secondary schools who may be interested in careers in education and encouraging them to pursue post-secondary education in preparation for such careers . . ."

For the next four years federal funding was awarded to High School Workshops in Careers in Education, and the influence of these programs extended directly to well over 2,000 secondary youth throughout the country from diverse and varied backgrounds. At its inception, the High School Workshop was a three-week summer program for high school students who had completed their junior year. It attracted more than 150 students from all parts of the country representing all ethnic, racial, economic and cultural groups. Students were brought to a college campus and lived in a dormitory for the three-week period, utilizing all the facilities and resources of the college. The summer workshop had three major areas of focus. First, it introduced the students to a variety of careers within the education professions, providing the opportunity to work with actual children as often as possible. Second, students were given specific instruction in the skills and techniques of critical and creative thinking and were encouraged to apply these techniques directly to their career exploration experiences. To develop and stimulate personal talents — the third focal point — a variety of performance seminars in the humanities and the arts were offered throughout the day. In addition, individual college and career counseling was also provided. The opportunity for the exchange of ideas and experiences, highly valued by all of the participating students, was encouraged through the dormitory environment and the fact that the student group contained broad heterogeneity.

From a historical perspective, these first years served as a pilot program and model that was later modified and replicated at other colleges and universities and finally in thirty high schools in California, Illinois and Louisiana.

As the pilot Workshop was apparently successful and many of the students who participated seemed genuinely "turned-on" to teaching and other related careers, suggestions for expansion and modification came from the project officers, the Leadership Training Institute, and the project directors. The decision was made to use the pilot Workshop as a model and to replicate it in other locations. Efforts were made to select the most appropriate geographical sites, providing for the broadest cultural representation. Experience proved that, although high school students had many good ideas and an equal amount of energy and enthusiasm, they were frequently unable to put their ideas into action without a teacher, counselor or administrator who was willing to assist them. Therefore, such adult professionals were involved more and more until, in its last year, at least one adult educator was asked to participate from each high school having students in the Workshop. The result was affirmative. During the 1973-74 school year nearly 1,000 high school students from thirty schools devoted a regular portion of their high school program to such career activities as tutoring, peer counseling, or serving as a teacher aide in a pre-school, day care center, elementary school, high school, bilingual resource center or special education program, and working as a library aide, media aide or clerical assistant.

In order to achieve maximum effectiveness in enabling student participants to extend their career experience into the school year following the summer workshop, the geographical diversity was sacrificed. Participants were limited to a select number of schools within the area surroun-

ding the college sponsoring the summer workshop. To maintain maximum value derived from heterogeneity, schools were invited to participate on the basis of racial, ethnic, economic and cultural considerations, so that each of the Workshops had as much diversity as possible. The rather limited geographical representation made it possible, however, to work closely with all of the participating schools and students throughout the academic year and was well worth the sacrifices made.

Students selected to participate in the program were recommended as eager, talented, thinking individuals. They were not always the most scholastic, nor were they necessarily the typical student leaders. Nor were most of them previously involved in education career clubs or classes within their high schools. They were students who cared about the future of the education profession, frequently because they were disappointed by their own experiences, and were interested in making a difference in the education of coming generations. They had many personal talents and shared the common feeling of wanting to involve their careers with helping other people in a very creative and meaningful way. The challenge was to help them realize that the education professions offered them this opportunity.

Throughout the four-year duration of the federally funded project, a variety of evaluation instruments were used and were responsible for bringing about modifications and improvements. A combination of interviews and questionnaires were adopted in addition to frequent staff evaluations. In the final year of the project an outside evaluation team was employed and focused its attention on the effects of the year-round involvement in career entry-level activities and the participants' preparations for effective contribution.

What has been accomplished by the High School Workshops in Careers in Education?

In Summary, the following can be stated:

1. More than two thousand talented and capable secondary school students have experienced a creative, affirmative career involvement within the education professions.

2. These same high school students, coming from diverse and varied backgrounds, have been brought together to think critically and creatively about problems within the world of education and their role in effecting solutions.

3. A large number of these talented students have been inspired and motivated sufficiently to make a commitment to the education professions for their career choice.

4. Three colleges or universities have become actively involved in assisting secondary school students to become prepared for career entry into various education professions.

5. Thirty high schools have been helped to establish their own workshops in careers in education, providing meaningful career experiences for talented and capable students within their school, and simultaneously helping to recruit these students for future careers within the profession.

What has made these programs successful?
After every evaluation, the following four points seem to continuously emerge as tantamount to success:

1. An enthusiastic staff committed to the project and, most of all, to the student participants.

2. The firm belief that high school students, when properly instructed and supported, *can* make a strong professional contribution to others, younger and older than themselves.

3. The feeling that the schools themselves should, and can be, the strongest component in attracting talented and capable students to the education professions for a life's career.

4. The knowledge that secondary education in particular needs to be practical, relevant, and expansive — providing the student with ample opportunity to develop his talents and utilize them in a productive, professional way.

What Does This Mean For Your School?
Your high school can establish its own Workshop for Careers in Education.

Only a few people are needed to start. The most important criteria is that they must be enthusiastic, persistent, and willing to do some leg work to get things rolling! With just three or four students and one enthusiastic teacher or counselor, a great deal can be accomplished.

The best way to begin is to enlist a teacher or counselor to spearhead the project. But it cannot be just *any* teacher or *any* counselor!

Teacher or Counselor
Description

Enthusiastic person committed to careers in education. Well liked by both students and administrators. Quick on the draw with dependable follow-through.

The right teacher or counselor can make your program a successful program. But it must be someone who believes in the capacity of high school students to make a genuine contribution to education and someone who is interested in encouraging them to look seriously at the education professions for a career.

The second step is to recruit a small group of three or four students to serve as a core group or cadre. They will work closely with the adult in charge to develop preliminary plans and goals and to recruit the rest of the participating students. Again, not just *any* students will do.

Students
Description

Guilty of pre-meditated desire to help others in the first degree. Beware of uncontrolled enthusiasm and boundless energy. Capable of tutoring, teaching, counseling, and other humanitarian crimes. Armed with double-barrelled interest in creative education.

If you succeed in recruiting a core group of students with the right characteristics and put them together with the right advisor, your program cannot fail.

How Do You Recruit Students to Participate?

Each school will want to approach recruitment from its own point of view, but creativity and imagination should certainly be encouraged. Various schools have used different approaches with degrees of success. Some schools have made posters and placed them on school bulletin boards. Others have made displays on careers in education, sponsored a career day program and talked to students in groups. A few schools placed articles and creative cartoon advertisements in their school newspaper. Several groups of students took slides during the summer preservice training workshop and advertised a slide show and attracted additional students in that way. Some students have talked with people in the community involved in day care centers, neighborhood youth centers, volunteer organizations, etc., and have received recommendations for students from these organizations. One cadre prepared a television program for a local "spotlight on youth" program and received citywide recognition and an enthusiastic response from interested students. Word of mouth from one enthusiastic student to another is frequently a very effective means of communication. If a high school counselor is part of the original cadre, he or she may be aware of students interested in education professions and is in a position to call them in and arrange a meeting with the students involved. Some schools have Future Teachers of America or Students for Action in Education groups. Others have career clubs or classes, or extended experience programs. All of these groups and the individuals in charge should be contacted and given full information about the program.

In the second section, we have prepared specific suggestions regarding goals and objectives, time sequence for planning, and pre-service and in-service training activities.

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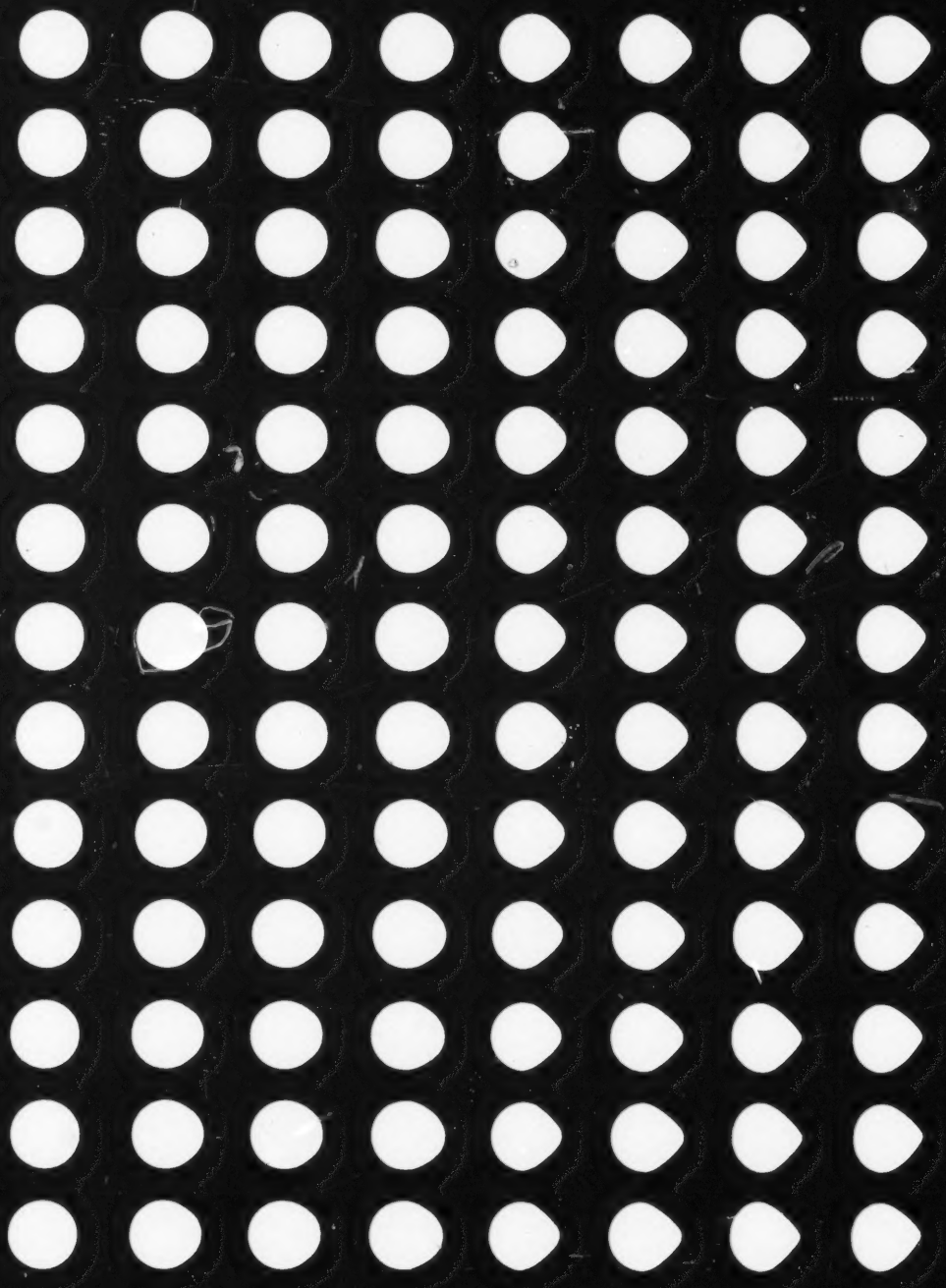

This section is designed to serve as a guide primarily for the teacher or counselor in charge of the careers in education program within your high school. It deals with four basic concerns. The first is a brief statement of six general goals and objectives to be considered when organizing and planning your program. Second is an effort to suggest the best time to begin your program and to conduct the various phases. Third is a rather detailed discussion of some of the important elements relating to the pre-service training period. This is followed by a discussion of the in-service training period and concludes with a brief bit of advice regarding the need for good public relations within your own school as well as with people from the outside. Hopefully these guidelines will be helpful, although the best determination of success will come from your own enthusiasm and creative energies.

What are your goals and objectives?

1. *To set up a program in your high school* which enables students to become involved in meaningful career experiences in teaching and other related fields.
2. *To recruit* a suitable group of students within the school to *participate* in the program. The size of the group will vary with the school, but will typically range from 20 to 40.
3. To arrange for *some pre-service training experience for all of the student participants.* This is one of the most crucial aspects of planning. Although it is sometimes difficult and time consuming to arrange, it enables students to participate competently in the career activity they select, and gives adult supervisors greater confidence in the students.
4. *To select a variety of career activities* within the education professions that are of interest to student participants and that are available within your community. *To arrange for student involvement with the professional staff* of the schools and other organizations participating, and to *involve them in the planning of the program* when they so desire.
5. *To arrange frequent in-service training experiences* to deal with the participants' problems and needs as they arise. Students need and request specific help in working with others in different capacities. If a career experience is to be educationally beneficial at the high school level, it requires more than casual supervision and deserves more. Students and staff need to share with each other, to mutually help, direct, and support. Vagueness and indefinite communication of ideas and supervision cause an activity to deteriorate.
6. *To gain some degree of school credit, or at least recognition,* for participation in the program. Some schools have begun to grant full course credit for career experiences and have arranged time within students' regular daily schedules to engage in tutoring, peer counseling, working as a teacher aide, media aide, bi-lingual assistant, counselor aide, etc.

When should these activities occur?

Setting up the program, recruiting the students and arranging for the pre-service training can best occur in the Spring of the year before the actual career experiences take place. In this way, participants' schedules for the following year can be planned, allowing time for career activities. If possible, students should be given a common free period along with that of the sponsoring counselor or teacher spearheading the program. This will permit the scheduling of regular in-service training sessions, discussions, preparations and evaluations.

The pre-service training itself should ideally take place sometime during the summer. Recognizing, however, that this is highly unlikely in a majority of cases, a more practical time would be the early part of the Fall term, just before the students embark upon their career activities. Reasonable time should be reserved for pre-service training — at least twenty to thirty hours.

Pre-Service Training Period

As far as the students are concerned, pre-service training will either turn them on or off. It can be just the stimulus they need to draw out their talents, their energies and their finest performance. Or, it can be the hurdle that stands between them and the pot of gold — the actual career experience. Pre-service training should be exciting and challenging, educational and fun. But it takes thoughtful planning to make it that way and a few creative instructors who are committed to the idea.

The most successful pre-service programs have given students the opportunity for choice among many options. All students, however, should have

some degree of involvement in three distinct aspects of preparation: (1) exposure to and practice in a variety of career areas within the education professions; (2) knowledge of critical and creative thinking and its value to individuals in the education professions; (3) encouragement for the development of new and old personal talents and their utilization in the education professions.

Career areas popular among many high school students over the last few years that have been selected frequently during pre-service training experiences include special education, pre-school education, multicultural education, guidance and counseling, and instructional media. Almost all students are interested in very specific and practical guidelines for tutoring effectively, for establishing rapport as a peer counselor, for preventing discipline problems, and for making learning enjoyable and interesting. All these topics have been used successfully as subjects and themes during the pre-service training. The interests of the students and the opportunities within the schools and the community should dictate the content of the pre-service training period.

Critical and creative thinking is a vast subject and can only be touched on during the training period. Its most effective use has been as an orientation to learning and to teaching, emphasizing that the best learning and the best teaching take place as a result of critical and creative thinking. The pre-service training period should emphasize the fact that the world of education is in urgent need of a re-birth and that critical and creative thinking utilized by all levels of personnel in the profession is the surest way to success. Students should be given opportunities to practice and prove their understanding of critical and creative thinking.

Personal talent areas that have been stimulated and developed during pre-service training have included creative dramatics, mime, photography, creative writing, painting, drawing, crafts, singing, dancing, and television production. Many others could be used just as effectively, pointing out their value for personal enrichment within the educational process.

In the last section of the handbook, you will find samples of materials used during the pre-service training for previous workshops. You may wish to use them as they are, or to take ideas from them and create your own materials. Most of the curriculum used during the training programs was developed by the staff as specific needs arose.

Getting Some Outside Help

It might be possible to get some help for the pre-service training part of your program from the education department of the nearby college or university. Many colleges are currently concerned with strengthening their relationships with neighboring communities, and they are always eager to establish first-hand contact with prospective students. Such a relationship between a college and one or more secondary schools could also serve to introduce high school students to college level thinking and learning.

You might also consider asking individuals from local elementary schools, bi-lingual centers, day care centers, special education programs and other educational agencies to work together with the high school and college staff. These people tend to add a very valuable dimension of realism and down-to-earth practicality that high school students respond to easily.

Several high schools within a common district or region may wish to work together in the pre-service training. Students previously unknown to each other, particularly if they are from diverse backgrounds, can gain tremendous insights and personal growth from such interaction. They seem to open up more readily and welcome new ideas, new experiences, and new challenges with greater ease and readiness.

For best results and the greatest amount of genuine learning, no grades or tests should be given during the pre-service instruction period. If the students truly want to work with people in the area of education, and that is the focus of the training, they will be motivated to learn without grades or tests, providing the classes are creative and dynamic!

Whether a college becomes involved, or the individual high school "goes it alone", the most important factor will be the spirit with which it is done. If the students sense they are being lectured to and are exposed merely to educational theory, they will be "turned off" and your workshop won't get off the ground. On the other hand, if your students sense a genuine sharing, an open forum for questions, a welcome atmosphere for their ideas, — even for their criticisms — they will be "turned on" and you will be well on your way to a successful program!

Tremendous success has been achieved in presenting to the students the many problems and challenges facing education today — problems that are complex and not easily solved. The students are likely to begin with the problems they are aware of within their own schools. This is a good beginning, but efforts should be made to expand their thinking beyond the local scene to other types of communities and even to nationwide challenges.

Encourage them to discuss the future of education as a national priority. Let them establish ideals. What should education accomplish? How should it function? What role do schools *per se* perform? Then return to the immediate problems of today. The challenge is always to progress from where we are. If your students are at all like other students across the country that have already participated in these Workshops, they will have an overflow of very good ideas, very constructive suggestions and very high ideals. They need to be heard.

Make Use of Talent in Pre-Service Training

There are many careers within the vast range of the education professions, and as a whole, they demand many different talents and require many different educational backgrounds. High school students should be exposed to as many as possible and the pre-service training period is the best time to do it. The core-group of students responsible for working with the teacher or counselor in charge of the program might be the best group for selecting the specific careers to be presented during the pre-service sessions.

Local talent within your community, including elementary, secondary and post-secondary schools, should be a strong consideration however. If you have an individual who, for whatever reason, is experienced in media and can relate it to classroom instruction, he or she should not be ignored. A simple camera can change a classroom from a dull place where one *has* to be to an exciting place where one *wants* to be. A musical instrument can do the same, as can a variety of other everyday things. Many students who were otherwise disinterested in the prospects of a career within the education professions have been recruited through a creative exposure to instructional media. A television camera, if available, can be the greatest thing that ever happened to your pre-service training program. Ask yourself, "Does my school or community have someone experienced in television or other media? Who do I know that is experienced in photography? Where can I find someone talented in music or dance or mime?"

Special education has been consistently popular among high school participants throughout all of the Workshop programs. It is a career area that requires unusual sensitivity and commitment, and probably for that reason attracts some of the most unselfish and conscientious young people. Some administrators might be hesitant to permit high school students to become involved in a professional way with students needing special attention, feeling that high school students lack the necessary maturity and experience. Such hesitancy is unwarranted, however, as experience has shown, particularly where practical and realistic information has been shared, and in-service training and supervision have supplemented the pre-service training period. Some Workshop participants have elected to spend as much as two or three hours per school day assisting at a special education center.

Non-classroom professional careers such as those related to guidance and counseling and administration have also gained in popularity. Many students are well aware of the tremendous need for increased staffing within their own school's guidance department. They are equally aware of the challenges that surround administrators from

all sides. Pre-service exposure to these careers has been much appreciated and has motivated some students to establish peer-counseling centers within their schools — in some cases related to drug abuse, while in others to freshman orientation or to making schedule changes. Other students have succeeded in establishing student advisory councils that meet with their school principal or superintendent on a regular basis and represent the student voice at teachers' meetings, as well as board meetings. Lines of communication have been opened and many important things accomplished at a number of schools because of the efforts of these students.

A wide spectrum of students across the country have also shown considerable interest in the area of multi-cultural education. Many young people have found themselves in a multi-cultural school being taught by teachers ill-prepared to deal with the unique problems this situation presents. Some Workshop participants have been able to utilize the practical insights and ideas gained from their pre-service training experiences to make an appreciable difference in their local school and community. They have established bi-lingual tutoring programs inside their school and within certain community centers as well. Parents and other counselors and teachers within the school have been attracted to participate because of the enthusiastic efforts of these students.

Pre-service training has focused on many other career areas including pre-schools and day care centers, the teaching of reading, the elementary grades, individual high school subject areas, working as a teacher aide, a counselor aide, a media aide, a tutor and a volunteer. Each of these seminars has directed students toward particular career experiences and has motivated and prepared them for some degree of professional contribution available to them while still in high school.

Pre-service training at its best is an intensive immersion into the possibilities that await talented, creative and energetic individuals within the vast spectrum of the education professions. It is a beginning, a preparation, to enable high school students to engage in meaningful and helpful career activities.

The Real Thing

Once the pre-service training period has been completed, the students are likely to be "champing at the bit" to become involved in the real thing. This is where tremendous coordination is demanded of the teacher or counselor in charge. Each student participant in the program needs to select a career experience and needs to be assigned to a project either within or outside the school. The coordinator should meet with each student and establish some goals and objectives to guide the experience. If various supervisors from an elementary school, day care center or special education program outside the high school are involved, perhaps some of this work can be shared and relieve the coordinator of some of the burden.

Some students may select a project that could last for the entire semester or even the entire year. Others may wish to select several short-term projects in a variety of career areas. The important thing, however, is that the student be aware of guidance, supervision, and helpful evaluation. He or she should not feel all alone in a threatening experience.

You will want to arrange for someone to observe the students to be aware of their needs and their progress. Some professional person should be willing and available to see to it that the career experience is meaningful and challenging and that it is satisfying the student's desire for a realistic introduction to at least one aspect of the education professions.

Here is a list of the twenty activities most often selected by high school students who have previously participated in careers in education Workshops. You may wish to begin with these and later in your program add to them.

1. Tutor in elementary school
2. Tutor in high school
3. Tutor in children's hospital
4. Teacher-aide in special education center
5. Teacher-aide in elementary school
6. Teacher aide in high school
7. Teacher aide in day care center
8. Organizer of a bi-lingual center

9. Publisher of a bi-lingual magazine
10. Performer in a children's theatre group
11. Trainer of peer counselors
12. Organizer of a peer counseling center
13. Organizer of a reading laboratory
14. Co-ordinator of a principal's student advisory council
15. Administrative intern
16. Library aide
17. Audio-Visual aide
18. Educational secretary
19. Organizer of a career exploration and information program
20. Co-ordinator of a drug abuse information center

If the participating students were identified early enough and a common free period was arranged, the challenges of supervision and evaluation can be made somewhat easier. Some schools have a regular class meeting arranged with these students one day each week, while others can only manage one day each month. Individual schools will have to set up their own schedule based on realistic staff time and other considerations. Common free periods could well establish the beginnings of an in-service program.

In-Service Training Program

While regularly scheduled sessions are extremely helpful in handling immediate problems and in benefitting from each other's experiences, it is often difficult to bring together many of the same people who were involved in the pre-service training on so frequent a schedule. In addition, experience has shown that one hour sessions are at times not sufficient to re-fire the enthusiasm and rekindle the spirits so much needed in early career involvements. Many of the specifics covered in the pre-service program may have to be re-presented now that first-hand experiences have perhaps sensitized the student's ear to better listening.

Where several schools in a community or region have participated together in pre-service work, they may be able to arrange one day per semester, either a Saturday or a school day, for an in-service workshop. Individuals from the college, university, elementary school, day care center, special education program, etc. who were involved in pre-service training should be asked to again participate. Small groups of students should be asked to share some of their experiences and insights. The focus, however, should be on specific skills and techniques needed to support the students' on-going career experiences. Any of the subjects covered in the pre-service training can again be used for in-service training programs. Or, this may be a good time to expand knowledge and insights and present new ideas, new approaches, even new and different career choices within the profession. Successful topics have included practical skills in tutoring and counseling peers, tutoring at the elementary level, assisting in a special education center, successful experiences with multi-cultural classrooms, and innovative ideas for community agencies. Critical and creative thinking should again be stressed, but the main emphasis should be on lifting the spirits and advancing the students' capacity to contribute. High school students need consistent support and encouragement and the results witness to the value of such efforts.

Samples of program ideas and materials used in previous in-service training sessions can be found in the last section of this handbook. You may wish to use them exactly as they are, or you may take ideas from them and create your own materials.

Good Public Relations

Relationships with other faculty members, school administrators and professionals from other education agencies should be a critical concern. With the proper approach, you will find these people eager to have your students working with them and your coordinating job will be proportionately easier and the entire experience more enjoyable and rewarding. Many people are more willing to have students work with them when they themselves have been involved in the training aspect of the program. Others will be eager enough just to have help. This is particularly true of the elementary school, the day care center, the special education program, and the many other community sponsored programs. Your greatest efforts at public relations may very likely have to be within your own faculty. But they too can be won over

and can benefit from the enthusiasm and experience of the students. Part of the work of the core group will be to evidence good judgement in not only what ways the school needs the help of students, but also in what ways the school is ready to respond. Patience may be required. Student advisory councils, for example, are not always formed overnight. Nor is pressure always the best approach. Trust and respect for the intentions and activities of your group may first have to develop before any dramatic changes are made within the heart of the school program. But there are always constructive and worthwhile career experiences available. Each school and each student will have to identify the right ones for them.

Notes

In the third section, we have included sample handout materials, class goals and objectives and ideas used in pre-service and in-service training as well as several evaluation forms and selected comments made by participating students.

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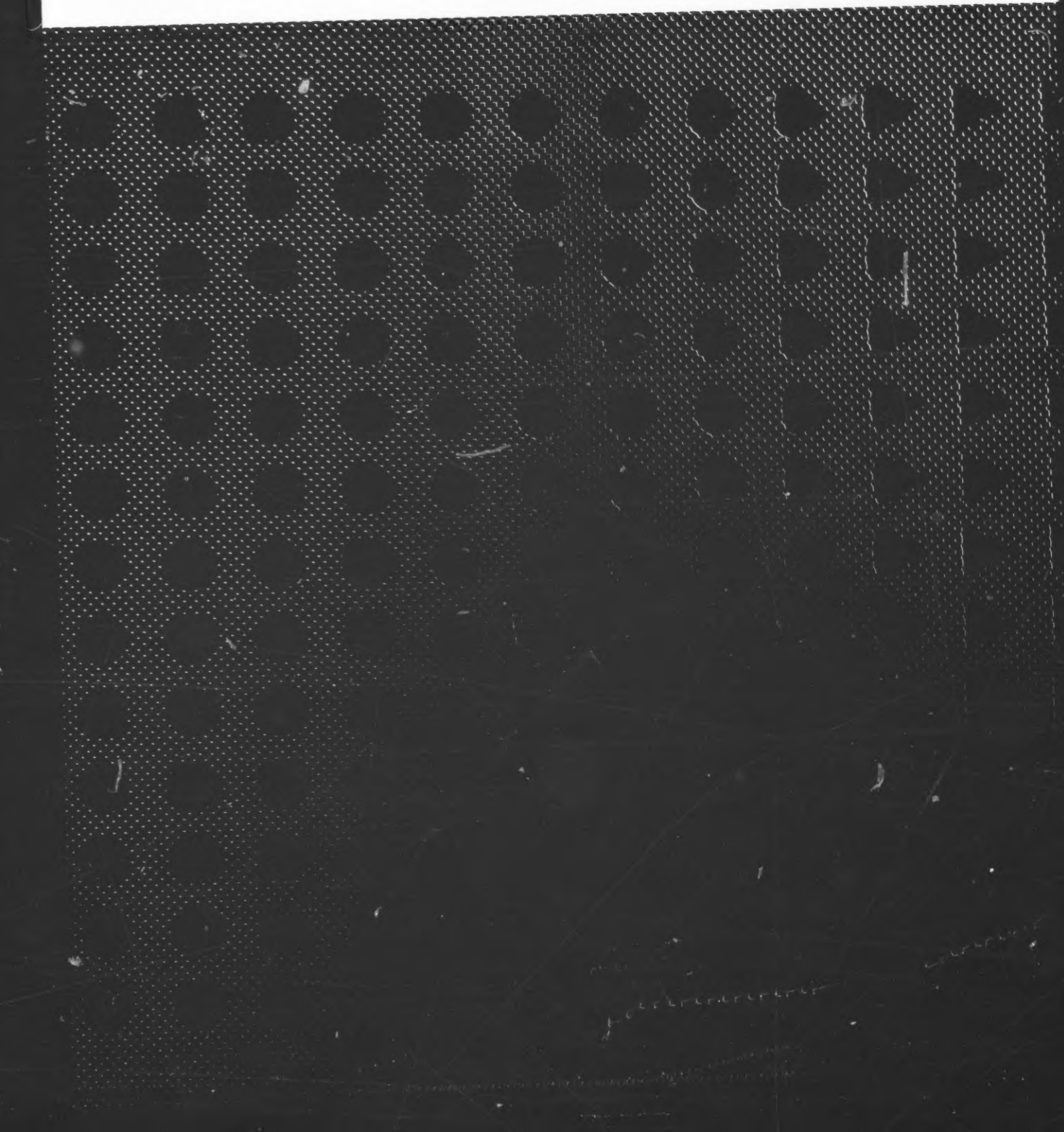

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In putting together, for students as well as teachers, a compendium of materials and ideas that have been generated from and for these workshops, one is immediately struck by the endless energy that has been given to this project by so many people. Very little in the way of textbook materials was ever used. Participating instructors sensed the need for freshness, originality and creativity. They realized that the worst thing they could do to these high school students was to drown them in a sea of educational pedagogy. Instead, they hoped to be able to build up sufficient resistance to withstand the pedagogy they were likely to encounter at the college level and to continue with their aspirations to find within the education professions sufficient opportunity to invest their own talents and creative energies in worthwhile activities that could make a difference in the lives of children or adults.

Since the courses, seminars and individual sessions were so numerous and so diverse, it is impossible to include the entirety of anything, let alone everything. We have therefore chosen to give a brief sampling of a variety of materials and approaches that have been used during the Workshops in Careers in Education. Some of what follows are actual "handouts" given to the students. Others are notes made by the teachers indicating their goals and objectives, or their planned activities for a given day.

At the very end of the section we have compiled a few of the many comments made by students who were involved during the last year of this project. We hope they are as inspiring for you as they are for us.

Calendar of Activities for 15 Hours of Pre-Service Instruction in Tutoring Junior and Senior High Reading

Monday, July 30

Introduction

1. Statement of Course Purpose
2. Review of Course Outline
3. "What is reading?" Discussion with students to lead to acceptable definition.

Tuesday, July 31

Diagnosis

1. The Informal Reading Inventory
   What is it?
   What is its purpose?
   What is its structure?
   How can it be used effectively?
   What information can be gained from giving it?

Wednesday, August 1

Diagnosis

1. The Informal Reading Inventory
   Practice in giving the IRI through pairing of students.

   Evaluation and interpretation of results.

Thursday, August 2

Readability Formula

1. The Dale-Chall RF.
   What is it?
   What is its purpose?
   Methods and procedures for applying the Dale-Chall
2. Application of the Dale-Chall to unfamiliar material for the purpose of devising own IRI.

Friday, August 3

Readability Formula

1. Continued application of the Dale-Chall for the purpose of devising own IRI.
2. Assistance with difficulties encountered in applying the formula.

Monday, August 6

Decoding

1. Listening/Sight vocabularies
   What are they?
   How are they related?
   The Dolch list
2. Methods of teaching the consonants/blends.
3. Each student practices methods by teaching the rest of the class.

Tuesday, August 7

Decoding

1. Methods of teaching the vowels/diagraphs
2. The discovery method of teaching the different spellings of the vowel sounds.
3. Student application through teaching the rest of the class.

Wednesday, August 8

Decoding

1. Using sentence context and the beginning sound to determine an unfamiliar word.
2. Student application through teaching the rest of the class.

Thursday, August 9

Decoding

1. Syllabication
   What is a syllable?
   What are the three kinds of syllables?
   What are the three rules of syllable division?
   How can you determine the number of syllables in an unfamiliar word?
   When is the suffix "ed" a syllable?

Friday, August 10

Decoding

1. Syllabication Practice
2. How can syllable division be helpful when decoding?

Monday, August 13

Comprehension

1. What is comprehension?
   Discussion with students.
2. What are the three levels of comprehension?
3. When tutoring what steps should I take to prepare myself?

Tuesday, August 14

Comprehension

1. How can the SQ3R method improve study skills?
2. What steps should be taken in the tutoring process?
   Unfamiliar vocabulary
   Survey of structure of material
   Asking questions to give a purpose in reading
   Skills needed to understand major concepts

Wednesday, August 15

Comprehension

1. What are the specific skills involved in act of comprehension?
2. How can the skill of finding Main Idea be taught more effectively?
3. Practice in finding Main Ideas.

Thursday, August 16

Comprehension

1. Role playing — each student is to prepare an article as if he were tutoring a student in that article.
   Presentation to be given to class.

Friday, Agust 17

Comprehension

1. Continuation of Thursday's activities.

Summary of Five Hours of In-Service Instruction in Special Education

MONDAY—My student Kelly (8 years) came to class. I demonstrated how I'd evaluate and make an inventory of skills of a student. Materials were given to the class so they could do so also. I demonstrated the way I'd work with the deficiencies I found. Thus, Kelly used a variety of materials requiring auditory or visual as well as tracking skills. During her performance I used behavior modification to show the way I'd reward her positive behavior. Special emphasis was placed on reading skills.

TUESDAY—I showed a variety of materials that had teacher guides. I tried to stress that it doesn't matter what materials you use, but that you are flexible with what you have. I showed how to use a teacher's guide and related materials. I showed a variety of catalogs and pamphlets on the multitude of available supplies. We spent part of the class period in the materials center in the library reviewing the many items there.

WEDNESDAY—Materials from Hadley School for the Blind were shown. Students shared the way their deaf and blind friends manage in day to day routines including dress, communication, handling money, etc. We discussed ways a blind person learns to read and write braille and I showed basic formations. Total communication for the deaf was discussed including sign language, finger spelling, lip reading and hearing aids. Materials to teach body image were shown. Small groups were given a variety of materials and asked to create a lesson using them. The students showed interesting insight into the role playing that followed. Lists of activities were handed out.

THURSDAY—Structuring a classroom or learning environment was discussed. Games were played that strengthen concepts such as math, phonics and language expression. I demonstrated techniques for teaching basic math concepts and how to build with them into multiplying, dividing, decimals, fractions and positive-negative numbers. Working with gifted children was discussed.

FRIDAY—How to use stories and creative dramatics was presented. The students wrote stories and songs which could be used to present a concept. Orthopedically Handicapped children were discussed. The class discussed ways this class had effected them, how they had changed and ways they might use their knowledge effectively.

Developing the Sense of Touch

1. Give a child a hard block and a wad of cotton. He feels and sees the difference at the same time he says "hard" and "soft". It may be necessary to introduce one at a time.

2. Make up riddles about objects. Put the objects in view. The child must guess which object the riddle is about.

3. Put a group of objects in view and tell the child to touch all those that are hard, or soft, or rough, etc.

4. The child closes his eyes and feels something, then gives the correct description of it as, "It is hard."

5. The teacher says, "I am thinking of something hard. It is in this room. What is it?" The child who guesses correctly becomes the leader. Try to let every child have a turn.

6. Blocks and objects may be identified through touch. Put 2 or 3 differently shaped blocks on a desk. Let the child feel them, look at them, identify them. Now put them inside the desk. The child feels them without looking at them. He names the shapes. He draws the shapes. He shouldn't be asked to draw them if they are too difficult.

7. Paste different shapes made of felt on cardboard. The child feels and names one with his eyes open. Next the child feels and names the same one with his eyes closed. Then the child should be able to close his eyes, feel the shape and name it.

8. Make raised figures, numbers and letters on 3 x 3 cards. On each card make the number or letter with glue, then sprinkle with sand and let it dry. Let the child feel a letter or number without looking and tell its name.

Development of Communication Skills-Vision —Language

1. Make a game for verbs. Walk, run, hop, work, play, etc. Question the child about what a boy can do, a girl, a mother, a father, a dog, a truck, etc.

2. Encourage the child to talk about his interests and activities.

3. Make a game for adverbs. Walk quickly, slowly, sadly, quietly, noisily, etc.

4. Make a game for prepositions. Have the child put an object in, on, under, beside, below, above, behind the box.

5. Make a game for adjectives. Have him bring you something blue, red, big, little, striped, smooth, hard, soft, fuzzy, etc. Have the child pretend he is big, brave, happy, unhappy, kind, old, young, etc. Have him describe objects in the room, his parents, his clothes, your clothes, etc. Here the child is making visual judgments as well as discriminations.

6. Have the child name and classify objects and activities. Have him name all the fruits he can, then all the vegetables, then furniture, Mother's activities. Bring in a large assortment of shoes and have the child group them in various ways in which he sees they are alike, such as adult shoes, children shoes, color of shoes, summer shoes, school shoes, high heel shoes, pointed toe shoes, boots, etc.

7. Show the child a picture and have him tell about it. Encourage him to tell what happened before the picture was taken and what will happen afterwards.

8. Ask the child to imitate the sounds of an airplane, train, auto, clock, animals, etc. This ability to imitate these sounds gives the child control of the lips, mouth, tongue and throat positions for good speech.

Developing Visualization Patterns

1. Have a child match and compare objects in the kitchen. Canned goods can be stacked according to label. Colors, numbers, words, etc., on cereal boxes can be used for visual comparison. Sorting dishes and silverware is a basic visual comparison activity. These objects would be meaningful to the child.

2. Take the child on a field trip to the market. Before going, tear the labels from cans and small boxes. Have the child take the labels to the market and choose the replacements by matching the labels. Say the name of the item as the child searches for it and finds it.

3. Put words with which the child is having difficulty on a chalkboard, one at a time. Have the child run his forefinger over the word several times. Then have him step back just beyond arm's reach, and have him again trace the word, writing or printing it in the air. After doing this two or three times, have him turn away from the board and write the word in the air. When you can see that he has it correct, have him write it on paper.

4. Place several familiar objects on a table behind the child. Have the child examine the objects, then turn around and tell you as many objects as he can remember. Then let him look briefly at a group of three objects, then have him turn around while you remove one of the objects. See if he can tell what is missing. Gradually increase the number of objects.

5. Draw a simple form on the board while the child watches. Then erase the board having him try to draw the same form.

Goals and Objectives for Pre-Service Seminar in Educational Television

This seminar was designed to:

1. Provide experiences that will lead to proper utilization of instructional television in the school setting.

2. Provide ample opportunity for each student to manipulate television equipment appropriate to the school setting.

Each student will be expected to:

Read, comprehend and interpret written information relative to instructional television.

Operate successfully a selected group of television production equipment.

Prepare visual and audio materials related to television lessons that will be produced on video tape.

Utilize television technology and established production techniques to present effective teaching episodes.

Organize written and/or prepared materials so that other persons will find them easy to interpret and use.

Three Projects in Instructional Media

The first project consisted of a flip chart with a central theme. There were six specific steps to this project as listed below.

1. Picking a Theme. This was determined by the individual student with occasional suggestions by the instructors.
2. Finding Graphics. This was searching through magazines provided for pictures dealing with the theme.
3. Mounting Graphics. Rubber cement was used to properly mount the graphic onto railroad board (8 ply cardboard).
4. Sequencing the graphics. The students were encouraged to put their graphics into a logical order which provided the theme to follow smoothly.
5. Grommeting. By implanting small metal rings in each R.R. board, they could be grouped together with loose leaf rings.
6. Labeling the Sequence. A title card, and author card, along with short descriptive phrases on each graphic were accomplished through "stick on" letters or a stencil lettering guide and pen.

The second project consisted of five steps.

1. Writing a Story. Each student wrote a short story.
2. Making a Short Story. Each story was divided into 12 logical steps.
3. Taking Photographs. Each student was then given black and white film and an instamatic camera, with very little instruction of its use. The student was then allowed to photograph the ideas he had previously written.
4. Mounting the Story. The photographs were properly mounted onto R.R. boards.
5. Grommeting. Each photograph was placed in sequence and using similar loose leaf rings a logical story should be shown graphically.

The final project of the Media Lab was a direct outgrowth of the second project. Each class was divided into three small groups. Each group worked together as an independent body with the instructor encouraging as much interaction as possible. As a group, the students reviewed the second project with a more serious look at the techniques of photography. Then the group was assigned to write a sequence, much like the second project however, two additions were assigned.

1. A formal "story-board" must accompany the story. This assured the group that no pictures were overlooked.
2. Titles were photographed using a copy stand, stick-on letters and R.R. board.

Again, the project was mounted, sequenced and grommeted.

Role-Playing Situations for In-Service Training Seminar in Guidance and Counseling.

PURPOSE:

To introduce the student to a specific counseling situation in a comprehensive high school with emphasis on the implications of the decision on the behavior of the student and the relationship of counseling function to the discipline function, without severe limitations in either areas of scope of duties or time format. The entrance of the Asst. Principal the second time in the role play is to be used, if necessary, by the supervising teacher of the role play to limit time in the role play itself.

COUNSELOR: (Known to all role players)

You are a counselor in a fairly typical, (but non-existent) high school, racially, socially, economically rather well balanced to represent a typical American social neighborhood. You are the person that you presently have developed to be, with the addition of a teacher's certification in a subject area and a temporary provisional appointment as an acting counselor.

Two weeks after the beginning of the school term, you have been issued a directive by the Principal to have all program change requests processed and culminated in the next two days so that the school may function in an educationally productive procedure. There is a student to see you about such a change of program, and has arrived at your door in the prescribed manner as stated in the official school administrative bulletin.

The bulletin had stated that for students desiring changes, the 3rd floor class teachers were to send them to the counseling office during the 1st 10 minutes of the period, the 2nd floor class teachers during the 2nd 10 minutes, and 1st floor teachers during the 3rd 10 minutes of the period. You are aware that there are a number of students lined up in the hallway outside your office. Your office is located on the 1st floor, directly off the main corridor, near the main administrative offices.

COUNSELOR: (Unknown to student role players)

From your personnel file, you learn the following information about the first student requesting a change:

(1) Born 1953; lives with mother who has remarried, present husband's whereabouts unknown; real father is deceased.

(2) Past recent test shows a score of 85 on the Verbal Ability portion of the test, 125 on the Numerical Ability portion; with a combined average score of 103, as an indication of medium scholastic ability.

(3) Was suspended once for (a) insolence and insubordination if student is a girl, or (b) fighting if student is a boy, as a freshman, but has no referrals for any reason since.

(4) Failed everything last year, up to the final mark, then managed to pass everything. No teacher referrals.

(5) You have had the Dean of Students tell you that he/she has a group of friends who have been in a lot of trouble in the past, resulting in several suspensions from the school for other members of the group, but not for this student.

(6) There have been several visits from the police concerning this student's, and friends', performance in school and for a verification of school attendance. (Given with parent's consent.)

(7) There are several notes, for various reasons, in the file from the student's mother, which indicate that she is a fairly well educated and intelligent woman. There are also notations that the mother may have manufactured excuses for the student in the past, but that when given an opportunity to adjust future behavior, she has been most cooperative.

(8) Below is the student schedule, and the school master schedule, in the areas effected. (if a female student, the name of Teacher A is to be exchanged for Teacher B).

Teacher A: (Mr. Dumpel)
is an experienced teacher of 10 years at this school, known to students as a strict disciplinarian, and only for those students wishing to learn.

Teacher B: (Ms. Earley)
is a new teacher this year, just graduated from college, 1 year ahead usual.

Periods	School Sched.	Stud. Sched.
6	Lunch or Bkkg. Teacher B 25 in class	Study Hall
7	Lunch or Bkkg. Teacher A 30 in class	Lunch
8	Bkkg.; Teacher B 26 in class	Busn. Law Teacher A
9	Bkkg.; Teacher A 16 in class	Free

STUDENT No. 2: Female
(Unknown to student role players)

Student is known to you. She has a "C" average, but above average ability and potential. Marginal attendance record. This request would be the 5th request for excusal from school in the past 4 months, and a separated non-medical excused absence record of 11 full days. Previously, on contacting the home by telephone, the mother had given you a complete discourse on the "womans' problem," but then, according to the mother, you wouldn't really understand, having never been inconvenienced by this.

STUDENT No. 1: (Unknown to Counselor)

You have been very abruptly told by the teacher, in a rather loud and excited tone, to get out of the room, the teacher has had enough of you, go see the counselor. It seems that though you get to the school building at the right time, it is just barely. Your locker is in the basement, and by the time you put things away and get to the third floor class room, you are always late. This is all right though. The teacher never starts class on time anyway. The teacher has spoken to you several times about these things.

This time, as usual, you have forgotten your paper and pencil, plus your assignment, in the basement locker. After you individually greeted all your friends, seated yourself in an unassigned seat because today it is too cold by the window, asked a couple of neighboring students (not your friends), to "borrow" some paper and a pencil, the teacher asked you for the current assignment, plus a couple of others past due. You asked for a pass to your locker to get them. The teacher then just sort of blew up and started screaming all sorts of untrue things at you and told you to go to the counselor.

You do not really understand this, as you have never been sent to the office before. Your attendance has been good, and you passed all your subjects last term, except English, which was too hard. This does not perturb you too much as you really want only to be a good secretary, not go to college and be an author.

Play the scene any way you wish. You do not have to talk about anything written above. You may add facts to the above presentation, but you can not subtract anything.

STUDENT No. 2: Female (Unknown to Counselor) Enter 5 to 10 minutes after Student No. 1

You have a test coming up just after lunch, and since this "is that time again," you don't feel too well; just a slight discomfort that would keep you from doing well in this test. Serious worry about test results is not usual with you, but another day to study would do wonders. You are getting good grades, and though your attendance is not too good, you've never suffered the embarrassment of a visit by the truant officer.

There is no parent at home. Your mother has just returned to a new job, the 3rd this year, and you do not know the work telephone of either parent, nor the companies. You do not want the counselor to telephone as when this happened before, you were quite embarrassed. You do not anticipate any problems this time because you have been excused 4 times this year for the same reason, but you are in a hurry to get out of the counselor's office.

Play the scene any way you wish. You do not have to talk about anything written above. You may add facts to the above presentation, but you can not subtract anything.

PHONE CALL No. 1: (Unknown to Counselor and Student Role Players) To be made after Student #1 has been in office 3 to 5 minutes.

"This is Mrs. Vladislav Wydrzynski. Is my Stepan in class right now? He stayed last night at his boyfriend's house, and they do not answer the phone this morning. I want to make sure that he arrived at school all right." (After the counselor finishes — say:) "Thank you! Will you phone me right back? I am over at my neighbor's house! Goodbye!" (Hang up quickly.)

PHONE CALL No. 2: (Unknown to Counselor and Student Role Players) To be made after Student #2 has been in office 3 to 5 minutes.

"This is Mrs. Garcia. Maria left her lunch at home this morning. She is epileptic and unless she eats regularly there are just terrible things that happen to her. Would you see what you can do about this? Oh, thank you, so much!"

PRINCIPAL'S NOTE: (Unknown to Counselor and Student Role Players) Bring written note approximately 15 to 20 mins. after beginning of role play. Wait for reply.

To the Counselor: The janitor has reported that there is a disturbance of some sort in the Girls/Boys Washroom (opposite sex from the counselor). Would you check it out immediately.

The Principal

General Outline of 30 Hours of Pre-Service Training in Elementary Education Seminar

Objective: To introduce students to the world of elementary education through discussions, questions, sharing of specific ideas and techniques which can be used in individual tutoring or group teaching situations. The emphasis was on language arts and math in order to help prepare specifically for skills needed in tutoring.

Outside Class Requirement: Minimum of 5 (3x5) idea cards per week

1st week Language arts ideas
2nd week Math ideas
3rd week Ideas from other subject areas

The purpose of the idea cards was to encourage students to begin collecting and saving ideas for reference in tutoring and other teaching situations. It was suggested that they establish the habit of writing down good ideas whenever they hear them. Another suggestion made to them was that they start a picture file. This was not a requirement of the course, however.

Outline of Sessions

1st day	Introduction Overview of seminar Explanation of idea card requirement Sharing of some language arts games to share with children
2nd day	Reading How children learn to read Methods of teaching
3rd day	Examination of various textbook (reading) series available for children Evaluation of books
4th day	Discussion of evaluation of books Sharing of idea cards Other language arts—creative writing, spelling, cursive and manuscript writing

5th day — Math
How to do the basic arithmetic operations — how to teach adding, subtracting, multiplying, dividing to children

6th day — Math
Activities which enrich and extend children's abilities to work in this area

7th day — Examination of math books; film on use of audio visual materials

8th day — Discussion of math book examination
Sharing of math games and math idea cards

9th day — Discipline; working with parents; grading

10th day — Puppetry; creative dramatics (students making puppets and participating in creative dramatics appropriate to use with elementary age children)

11th day — Science and social studies—what is going on in the field today
Ideas to use with children

12th day — Sharing of idea cards
Write evaluation for this seminar
Final remarks

General Outline of 30 Hours of In-Service Training for Teacher Assistants in Elementary Schools

Composition of the Group: 19 children who completed first through fourth grade, ranging in ability from remedial students through gifted.
An equal number of high school students who were assigned to work with an individual child.

List of activities:

1. First 2 days—no children
   a. Discuss needs of individual children
   b. Pair high school students with children
   c. Show materials available
   d. Discuss possible activities
   e. Discuss planning — how to organize time with children
   f. Discuss other requirements for h.s. students to complete
   g. Discuss possible pitfalls and problems with regard to teaching
2. 12 days of tutoring with children

   Lesson plan outline

   Writing or reading—25 min.
   Language activity including games, creative writing, reading, playwriting—25 min.

   Math skill work—25 min.
   Math projects—25 min. (estimating, constructing, measuring, games, etc.)

   High school students were to decide a day ahead of time what the lessons for the day would include. Each plan was discussed with one of the head teachers before class began. Both high school and young students were free to make plans as suited their needs and interests. New ideas and worksheets were to be submitted from each student. There was also time each day after children went home for help on individual teaching planning and problems.

   On the last day with the children, an open house for parents was planned. At this time, plays were performed, materials shared with parents.
3. Last day of class—high school students only

   An evaluation form was filled out (attached). Discussion was led regarding lessons learned, problems met and conquered.

The many expressions of thank you to us and the high school teachers from both children and mothers assured us that much progress was made by youngsters during twelve days.

Skills were reinforced and extended, friendships were made and children left with a happy feeling about their contribution to our program.

Our high school participants responded in a most positive manner regarding their work. They felt they gained in self-confidence regarding their ability to relate to children, they learned what things are appropriate to teach and they learned some valuable lessons in how to teach. Many commented that they learned lessons about how to plan for children.

Suggestions for Pre-Service or In-Service Activities Aimed at Tutoring Junior and Senior High Writing

1. Perception exercises—developing sensitive awareness and discovering the next step to recording. a) mimeo handouts: "Autumn's Bare Bright Beauty," exercise sheets with specific perception highlignts b) stream of consciousness exercise.
2. Beating the Blank Page a) through Questioning — question asking, and seeing the transition to organization and development. b) handouts for exercises in exposition.
3. Methods of Organization and Development: a) stylistic and technical b) gaining specificity c) cause and effect d) action-reaction e) comparison-contrast, etc. f) paragraph connection, mimeo sheets.
4. Stylistic Consciousness Development: seeing style, tone, voice as *tools*.
   A. Marjorie Kinnan Rawlings, *The Yearling* "making a scene come to life."
   B. William Golding, *The Lord of the Flies* "action-reaction," "sentences that specify."
   C. Ray Bradbury, *A Sound of Thunder* "focus on a single scene" "descriptive words."
5. Sound in Language: poetry in prose
   A. Ecclesiastes "turn, turn, turn," in class reading in a circle, hearing the poetry.
   B. Melville, *Moby Dick*, poetry in prose, when to use it, discriminating techniques.
6. Demanding Progress — leaving what works in jr. high behind, intro, body, conclusion — not just filling in the blanks — developing meaningful conclusion with punch. — cutting out the excess weight: lightening and tightening, then, lengthening and strengthening.
7. Biography: creative exposition a) Eldridge Cleaver — "The Christ and his Teaching," sketch from prison life, biographical piece about Chris Lovdjieff.
8. Gaining Mastery by learning from Writing Masters — putting what he knows to work in our own writing.
9. Seven Skills a) perception b) audience, know who c) don't sell yourself short d) specifics e) supporting evidence f) writing-rewriting: objective criticism g) outlining
10. Troubleshooting for Tutoring — parallelism, tense, order, etc. what pops up.
11. Phrase Consciousness: The Building Blocks
    A. *The Christensen Rhetoric Program* (see attached sheets) Daily work in practicing specific tools: becoming conscious of levels of generality, the verb phrase, relative and subordinate clauses, the process of narration, etc. Special thanks to Harper and Row, Evanston.
12. Practical Tutoring: how to meaningfully use the old red pencil
13. Perspective on Achievement — see where we've been, whew!
14. Laws to Take Home—a) denying "I can'tism" b) affirming ability, (we've earned it.)
15. Contemporary Fiction: Stylistic analysis: John Gardner, Joyce Carol Oates

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1. Writing: Unit Lessons in Composition, Ginn and Company — Palo Alto, Calif.
2. The Christensen Rhetoric Program, Harper and Row, Evanston
3. The Borzoi College Reader, Alfred A. Knoph, N.Y.

General Guidelines, Hints, Techniques and Tips for Tutors

Tutoring In The Elementary School

Tutoring is a matter of building confidence and competence in children. For the most part, the children you deal with in a one-to-one tutoring situation are those individuals who, for a number of reasons, have not met with a sufficient amount of success in the classroom. They know what failure is about and it is your challenge to help one change his concept about himself from one of "I can't" to one of "I can."

It is difficult to set out any formulas or rules. You will have to adapt and create for your individual students. But there are a few guidelines to help get you started. Following are some games and techniques you can try.

Math

These youngsters need help in the four basic skills of addition, subtraction, multiplication and division, depending on their grade level. Most of the games can be adapted to any of the four manipulations. Descriptions are brief. Please fill in the details as I demonstrate

1. *Yarn ball math* — You will need a ball of yarn. Toss it to the child and throw out a fact. As he catches the ball, he must give the answer. You can adapt this to such things as "two tens plus 4", or, 69 is greater than", or, counting (by twos for example — you say "two", toss the ball; he says "four."

2. *Flashcards*
   a. Show them. He says the answer. He gets the pile of ones he knows. You get the rest. Keep working.
   b. Around the World (a game). This needs two or more people. One person stands behind the other. Show the flashcard. The person who answers first stays standing. If the sitting person is first, the standee and the sitee change places.
   c. Show an answer only. The child must supply a fact.
3. *Library pockets.* Put the answers on the face of the pocket. The child must find a problem to fit in that pocket.
4. *Demons.* Make a list of the problems that are hardest for that child. Work in a couple of those each day.

Specific Techniques In Tutoring

A. Show a real interest in the student.
B. When the student is talking, don't criticize his language, which is an intimate personal thing to anyone and don't interrupt by correcting his grammar or pronunciation.
C. When you talk, talk naturally and avoid a patronizing tone. "Think of working *with* the student, rather than talking *at* the student.
D. Students may try to get attention by trying to shock you with lies or street language. When this happens forget your plans for the session and pay attention to the student's needs of the moment.
E. Give the student a taste of success.
F. Variety will keep the tutoring session from becoming dull and boring.

Hints for Tutoring High School Math

1. Get to know the person you are tutoring, and make him feel comfortable .
2. Find out where he is: what he knows and what he doesn't know.
3. Know the material and the text book he is using, and read the explanations in his text carefully.
4. Use the same terms his book uses, but put the explanation in your own words.
5. Never make him feel stupid.
6. Be patient — you may have to explain something many times, but find different ways to do it.
7. Don't hesitate to admit your mistakes.
8. Ask the teacher if you aren't clear on a certain topic or problem.
9. Give quizzes frequently to see if he really understands, or if you have to go over it again.
10. Be generous with praise.

Tips On Tutoring

First Meeting — Before you plan the first tutoring session, call your tutee to tell him to be at his study hall so that you can pick him up. Your first meeting sets the mood. It is not essential that you start tutoring right away. Rather try to establish your relationship. Get to know your tutee a bit. Be friendly, but remember, your tutee must respect you if he is to value your advice.

Finding His Problem — Your tutee's teacher said that these were his problems:

_____

_____

Talk to your tutee about the problem in which you are to work.

Try to find out where his problems lie. They may be in his study habits. There are many students who do not know how to study. You can help him by suggesting ways of organizing his plan of studying. Give him tips on how to go about learning his material (How to go about memorizing, studying for tests, etc.). His problem may be that he really isn't trying, or does not want to. Encourage him to work and try to set a good example. If you feel that you are not getting through to him or that he does not want to apply any effort, talk or write a note to the tutoring board about dropping him. The tutoring office is across from Guidance. His problem may be with his teacher. Sometimes there seems to be a communication block between the tutee and his teacher which can be removed by you. Try to interpret what the teacher says so that the tutee can understand. Go slowly and let him ask questions on the points he does not understand. Talking to the teacher can be very useful in understanding where the tutee is having difficulties. They can also suggest additional ways of helping the tutee. His teacher is available _____ period.

Give A Little Thought And Time — Don't come to a tutoring session totally unprepared. Read up in your tutee's text if you need a little refreshing in the subject. Be prepared to answer his questions and have some to ask him. If your tutee has no questions, give him exercises over the material of drill him.

Homework — Do not do your tutee's homework. Help him on similar problems and exercises but never do assigned work. The idea of tutoring is to make the tutee think through problems and material for himself. It is not necessarily to pass the course without comprehending what is coming off.

If you have any serious problems concerning tutoring, come to the tutoring office or service.

Good Luck

Statement of Qualifications for Peer-Counseling

1. **What personal qualities are desirable?**
   Peer group counselors, like their trainers or supervisors, should possess many of the following personal qualities:

   a. Motivation sufficient enough for him to stick with the program in spite of the personal sacrifices it involves.

   b. A humanistic orientation to life, with traits such as friendliness, warmth, genuineness and empathy, sufficient enough to ensure an open, accepting group atmosphere.

   c. Adaptability, patience, flexibility, a sense of humor and other such qualities that make it easier for one to roll with the punches and cope effectively with the changing demands of the group.

   d. An ability to accept and use supervision.

   e. A sufficiently strong sense of personal identity so that he can maintain the leadership role and keep the group focused on appropriate goals in the face of strong group pressure to move away from productive efforts.

   f. Enough personal appeal so that the group members may like him and to some extent can look up to him.

2. **What kinds of life experiences are desirable?**
   It is desirable, but not necessary to have had prior experiences with leadership and responsibility, particularly in group settings. Personal experiences with the kinds of problems that the group participants present would facilitate communication and understanding, but such experiences are not essential to function effectively as a PGC.

From: **PEER COUNSELING HANDBOOK**
Edited by Glenn W. Kranzow

Sample Assignment in Application of Critical and Creative Thinking to the Education Professions

As the three earlier lessons have indicated, critical thinking involves a certain type of questioning process designed to establish a firm foundation of facts. What are some important questions you might ask a person who gives his opinion on the Viet Nam war? How can you show him, through a critical thinking approach, that his thinking process is not safe?

Let's look at another complex problem many people are interested in solving. Our schools. What are some of the things publicized about our schools?

1) It's impossible to keep discipline.
2) The teacher is no longer respected.
3) The administration is not providing leadership.
4) Teachers feel underpaid and are striking.
5) Administrators are asking the public for more money.
6) The public feels overtaxed and votes down referendums.
7) The President cuts education appropriations.
8) Many people still can't read.
9) Unfair focus on college-bound students.
10) Inequality of opportunity in schools.
11) Kids are bored.
12) Education irrelevant to modern life.
13) School atmosphere is stifling.

These are a few of the "facts" constantly made public about our schools. How do you begin to sort through these statements and *think* about them rather than react to them? Subject them to the rigors of critical thinking and begin to deal with them analytically. How would you begin to reach conclusions about this complex problem?

Goals and Guidelines for Creative Writing Activities

To sharpen thinking and writing skills.

To trap, save, preserve thoughts and experiences.

To arrive at understandings about thoughts and experiences.

To pull, extract, refine meaning from individual experience.

To gain, develop, discover confidence in being able to express thoughts in writing.

To open, prepare, ready individual thought to receive ideas.

To be aware of, sensitive to, eager to find new possibilities for written expression.

To learn to appreciate criticism.

To learn to enjoy reading good writing.

To discover oneself, one's thoughts, one's writing style to be unique.

To learn that language skills (spelling, punctuation, grammar, sentence structure, etc.) are desirable as aids to more accurate, richer expression.

Assignment in Creativity Seminar in Mime

Fantasy Mime Assignment

You are to act out in silence "a moment in the life of" an object. (non-living, mechanical)

"Personify" the object — give it a personality with emotional responses to its job, its environment, its life and experiences.

Tell the story of its average life experience, with a biginning, middle (with rising conflict), climax and end.

Let the object attempt or succeed in controlling its own destiny — give it some self-interest.

Be certain that there is a definite opening moment arrest (frozen moment) that immediately conveys the character if not the nature of the object. Call out, "lights up" when you begin.

Likewise, put a final moment arrest on the end that immediately conveys the object's reaction to his situation or his life work. Call out, "black out" when its over.

The entire mime should last anywhere between 30 seconds and 2 minutes, depending on the complexity of the object.

Be sure to establish by functional means what the object is in the early moments of the mime so we can follow the rest of it.

Break the fixed shape of your object if you need to make a gesture or adjust yourself — but be sure to return to your original shape.

See your teacher (before you go up with your fantasy mime in class) outside of class if you need help with techniques or illusions — no help on basic ideas (It's your imaginative creation!)

Six Hours of Discussion on Minority Literature

Discussion of experience of minority groups as read about in novels, short stories, poetry, essays, or as seen on television, in movies, or in theater. Major concepts — the universality of experiences of minority groups.

Black Literature — Discussion of the struggles, dreams and hopes of the Black man as expressed in poetry — Poems by Langston Hughes, plus recorded readings of poems from "Poetry of the Black Man".

Introduction to Oriental Literature — background, culture, types of writing and focus of Chinese and Japanese literature. Discussion of Chinese lyric — "Brotherhood" and its universal message.

Individual student teaching presentations on "The Bridge" — explaining how questions, pictures, music, symbolism or universality could be incorporated into a lesson on the poem. Readings of poems from the Japanese and Chinese by Joan Baez from the record, "A Journey Through Our Time".

Selection from *American Indian Authors* — "Who Am I?". Discussion of the cultures or heritages of individuals from minority groups and the search for identity. Records on American Indian songs and dances.

Background on Mexican American Literature — Major ideas from "A Few Directions in Chicano Literature" from English Journal, May, 1973.

Overall Purpose and Sample Activities in Creativity Seminar in Modern Dance

Purpose: To approach dance as a *creative* arts activity which enables the individual to explore new relationships between himself and the world around him, and to express these relationships through movement — a dancer must become a keen observer of life and must filter observations and experiences carefully for translation into dance forms. The interrelatedness of poetry, music, painting, sculpture and dance is stressed.

Far more vital than the development of technically fine dancers is the release of the *unique* creative ability of each individual and the nurture of his own style of expression in movement. Dance improvisation in response to specific movement tasks demands quick, clear thinking — body and mind must work *together* (the fact that makes dance so completely and fundamentally human). Improvisation, the dancer learns, — must always be disciplined — it must have a purpose and constantly, consciously direct itself toward that purpose. There should be a need for an expression in movement and a desire to make that expression meaningful and concise.

Dance can be (and *must* be) for everyone. Using the three basic elements of "space", "time", and "force", a curriculum in dance can spiral from infancy to "old age". Our program is intended to establish the value of dance, the joy it can bring, to clarify the basic elements, and to examine how they can be built upon, layer by layer. In education movement expression is a cornerstone, not a frill, which can help men and women develop into thoughtful, complete persons, — a unity of body and mind.

A. Improvisation to sound words — showing sounds through body movement.

Class forms a circle, 3 students at a time do a word (from Barbara Mettler's collection, page 277)

growling	laughing	croaking
hissing	sneering	clicking
humming	sputtering	whistling
whining	mumbling	shouting
sobbing	squeaking	whispering

B. Color Improvisations

From "red", "green", "blue", "yellow", "black" and "white", students must choose one or more and improvise on that color (12 beats) when the color is called.

"Pink noise" by the Rotary Connection is played once, and then a second time while the students improvise.

A Japanese Bamboo Flute gives the impression of wind blowing through a snow covered forest — the piece is played once, then a second time while students improvise.

C. Contrasts

In pairs (around the circle) students, in turn, improvise for 7 beats:

Tight—loose	Large—small
Strong—weak	Curved—straight
Sudden—gradual	High—low
Slow—fast	Heavy—light
Regular—irregular	Flat—round

Contrasts continued.

Open—closed	Rough—smooth
Contracting—expanding	Hard—soft
Rising—sinking	Coarse—fine

D. Textures—Students improvise for 7 beats.

Begin with exercises.
Oily, scratchy, fluffy, slicky, bumpy, prickly, rubbery, bubbly, slippery, silky, muddy.
Also, granular, gravelly, syrupy, cottony, hairy, stringy, greasy.

General Goals, Objectives, and Plans made by one High School for their Careers in Education Workshop

Goal

To acquaint participating students with the variety of careers existing in education today and to determine whether they have interests, skills and personality traits that should encourage them to persue a career in education.

Pre-test

The student, at the end of the year, will make a decision as to whether he should continue to persue a career in education.

Objective

Each participant will complete a check list: "Is teaching for me?"

1
Recruitment of Participants

A. Recommendation of Vice-Principal of names of interested students.
B. Lists of Assigned T.A.'s from work experience teacher.
C. Recommendations from teachers and counselors.
D. "Word-of-mouth" by six summer seminar leaders.

11
Meeting Schedule*

Thursday, September 27—Period 111
Wednesday, October 31—Period 111
Tuesday, November 27—Period 111
December—No meeting
Thursday, January 17—Period 111
Wednesday, February 27—Period 111
Tuesday, March 20—Period 111
Thursday, April 18—Period 111
Wednesday, May 22—Period 111
Thursday, June 6—Period 111

*(If hours can be staggered, will do so)

Scope of Program
A. Improvement of T.A. techniques
B. Prepare subject matter bibliography for teachers
C. Compile lists of sources of free materials for teachers
D. Develop A.V. and learning aids
E. Consider a T.A. club and "peer counseling" program
F. Work toward helping all La Serna students develop a positive attitude toward learning

General Goals, Objectives, and Plans for your High School Workshop

1. _____

2. _____

3. _____

4. _____

5. _____

Major Outline of a Well Developed Teacher Assistant Program

The Whittier, California School District has a very fully developed district-wide teacher assistant program that coordinated perfectly with the workshop in careers in education idea. The following description of the Teacher Assistant program at Whittier is printed here with the permission of Dr. Norman Eisen, Assistant Superintendent, Whittier Schools.

Teaching assistance is one of the most meaningful experiences we offer our students. The following are to be used as *guidelines* for instruction as approved by the Board of Trustees:

Major Experiences For Student	Procedures For Instructor
A. Orientation to a few basic skills used in aiding and assisting students and teacher	Discussion, assistance, planning. This unit will involve reviewing study habits, peer rapport, causes and effects of academic deficiency, motivation, and building self-image based on success.
B. Developing skills in classroom procedure	Student working with class students in lab situation. Planning bulletin boards correcting papers, taking roll and assisting in laboratory preparation.
C. Developing an awareness of the significance of encouragement	Discussion, research, working with other students and teachers. Positive change is based on success; therefore, emphasis will be placed on succeeding.
D. Learning by teaching	Discussion, role playing, reports, working with lower division students.
E. Understanding the learning process	Research, analitical writing, discussion, working with lower division students. How humans learn, knowledge versus wisdom, critical thinking, utilizing the senses, association, problem solving, creativity, and imaginativeness are a few areas that will be explored.
F. Peer interplay and interaction as a part of communication	Role playing, critical analysis, discussion, problem solving. Working with lower division students.
G. Advanced work in subject field	Reading, research, and experimentation. This will be carefully planned and provided for each week. A term paper based on research in the subject will be required first quarter and a term paper on some phase of the teaching assistance experience will terminate the semester.

Three Sample Evaluation Forms

I. In answering the following questions, please apply this scale:

4 = outstanding
3 = very good
2 = fair
1 = poor

1. How do you rate the tutors with respect to their cooperation and ability to adjust to your school environment?
2. How do you rate the availability of coordinators to communicate with your staff?
3. How do you rate the preparedness of students for assuming the position of a tutor?
4. How would you rate the extent to which your teachers were able and willing to use tutors in their school classrooms?
5. How do you rate the effort made by your staff to orient the tutors to your school?
6. How do you rate the response of your students to the presence of tutors?
7. Will your school participate again in the program?

General Comments and Suggestions:

II. Participating students were asked the following questions. Responses are given in the order of the most common answer:

1. **What major challenges have you had in your work?**
   a.) Relationship with the students
   b.) Relationship with the classroom teacher
   c.) Insufficient time for the activities
   d.) Inadequate understanding of subject matter

2. **What have been some of the specific sources of satisfaction and fulfillment in your activities?**
   a.) Totally new kind of experience
   b.) Better understanding of how to deal with the challenges of a classroom
   c.) New ideas and insights related to chosen career
   d.) Increased response from the individual or group being worked with

3. **What kind of help do you think the sponsoring teacher can be to you in your work?**
   a.) Provide practical ideas and suggestions
   b.) Give lots of encouragement
   c.) Observe students in action
   d.) Provide lots of resource materials

III. Please share with us your response to the following:

Evaluate your participation in your school's Workshop experience this year in terms of the following . . .

(a) Opportunities to participate — what did you do as a tutor, teacher aide, etc.?
(b) Insights gained — personal involvement, capacity to work skillfully with others, personal growth, satisfaction and fulfillment in working with others;
(c) Motivation — desire to help others and to continue to help. Was it increased?
(d) Strengthened career goals, better understanding of challenge and demands of careers in education

Comments Made By Participating Students

"The summer workshop (Pre-service training) and the mini-workshop during the year (in-service training) were like a blast of dynamite I needed to open my fountain of activities and creativeness in education."

"I worked at St. Mary's School for Retarded Girls and learned very much from practical experience. This is where I belong and what I can do best. Now I am ready for anything."

"I have really become attached to the kids and the teacher with whom I have worked. I have had the chance to be involved with kids who are open, honest. I have learned much from them. Their problems are in a way mine. I hope to have given them something of myself, something positive."

"My participation in the workshop has been fruitful, to say the least. As a tutor and a day care worker on both high school and pre-school levels, the rewards have been great. These opportunities have provided satisfaction not only to me, but I believe to those I worked with. My motivation has been increased. A better understanding has been obtained in the educational field. An understanding of methods, goals, challenges and people involved in education."

"I have gained personal satisfaction and pride from working for and with my people."

"I was a tutor in the bi-lingual center for three periods every day. I taught history, algebra and physics. I feel that now I am ready to tackle my further education so that I can teach kids just like the ones I have encountered. Satisfaction is beyond words. I really liked being involved."

"As Tutoring Chairwoman of the Bi-Lingual Center, it was my responsibility to arrange a tutoring program for Latino students. I had to find tutors and tutees, co-ordinate the two, and teach them certain skills in tutoring. As a result of this program I became involved in the Mexican Community and actually felt a part of it. I learned I have the ability to work with people, all people from various backgrounds, and reach a successful goal. I am now certain that I want a career in elementary education with bi-lingual children."

"When I see a child stop crying and smile or when a shy child who never talked at all speaks aloud and is happy, or a retarded child comes to me and asks for a kiss, these rewards stay in my heart."

"The child I have been tutoring has a learning disability which has definitely motivated and strengthened my career goal which is special education. I feel it is important to meet the needs of this large group of students in the schools."

"I think I gained a greater quality in myself because I realized how beautiful it felt to help people. Because of my experience in tutoring, I feel I have a better chance to succeed in life."

"The more I talked with the non-English speaker, the more easy it was to communicate freely. Accomplishment, whether small or big, is very significant to the one who needs help."

CONCLUSION

As you can see, the High School Workshops in Careers in Education project has been inspiring and illuminating for the staff as well as the participants. Many hours of thought and activity have been shared and the result is one of hope and confidence that the coming generation will bring to the education professions an enthusiasm and vitality that has been tested and nurtured by early involvement, experience and realistic insight in the profession.

If the world of education is to achieve a new birth, if it is to succeed in enabling each and every student who goes through its system to realize his or her potential for meaningful contribution to the broader world outside, it will of necessity occur because of the personnel who choose education as their life's career. A new birth in education will not take place over night. It will occur in one classroom at a time as individuals within the profession catch glimpse of the possibilities for improvement that lie ahead.

This handbook is an invitation to whoever reads it to join us in attracting to the education profession the finest personnel our country can offer.

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